

EQUALITY DIVERSITY & INCLUSION (EDI) POLICY

POLICY STATEMENT

ACCESS is committed to delivering high-quality education, training, consultancy, and research services to a wide range of clients and stakeholders. This policy applies across all areas of ACCESS' work, including training, CPD courses, consultancy, research, and organisational practice.

We are committed to creating an inclusive environment in which everyone is treated with dignity and respect, and where equality and diversity thrive. This means sustaining a culture that is free from discrimination linked to age, caring responsibilities, disability, gender identity or reassignment, marital status (including civil partnership), pregnancy and maternity, race, religion or belief, sex or sexual orientation, or any combination of these characteristics. We also recognise the positive value to be gained from embracing difference.

As an education and training provider, we are proud of our inclusive community and want to ensure we continue to build a culture that promotes equality and belonging as a means of maximising everyone's contribution.

This policy aligns with the British Psychological Society's Code of Ethics and Conduct, particularly the principles of Respect, Competence, Responsibility, and Integrity.

GUIDING PRINCIPLES

We take a proactive approach to promoting equality and are committed to the following actions:

- Fostering inclusivity through a strong commitment to equality, diversity, and inclusion.
- Promoting an inclusive learner- and client-focused culture, including implementing reasonable adjustments, system enhancements, and feedback processes to inform learning practices and ensure all activities are accessible and inclusive. Alternative formats and accessible communication channels are available on request.
- For eLearning courses, reasonable adjustments may include providing transcripts and captions for video materials, ensuring compatibility with screen readers, supplying materials in alternative formats (e.g. large print, Word/PDF), and allowing additional time for reflective activities. These adjustments apply to delivery and assessment processes but do not alter the intended learning outcomes of the course.
- Enhancing belonging of learners, clients, and staff by encouraging strong relationships that lead to feelings of mutual respect, value, and dignity.
- Promoting equitable culture and practice through advocacy, education, and training, as well as optimising innovative practices to ensure equality, diversity, and inclusion are embedded throughout the learner and client journey.
- Recognising our responsibility to consider the environmental impact of our activities.

RESPONSIBILITIES

All ACCESS staff and associates are responsible for ensuring our guiding principles are upheld by:

- Treating learners, clients, staff, and stakeholders with dignity and respect.
- Creating inclusive and open environments to ensure client and learner needs are met.
- Positively supporting measures introduced to advance EDI and eliminate discrimination, including implementing reasonable adjustments to delivery and assessment of courses and training where necessary. Adjustments apply to processes only and will not alter the intended learning outcomes of a course.
- Leaders and managers have additional responsibility for monitoring EDI practice, reporting annually on progress, and ensuring accountability at organisational level.

COMPLAINTS AND CONCERNS



Concerns or complaints relating to discrimination, harassment, or inclusivity will be managed under the ACCESS Complaints Policy and Procedure. This ensures a fair and transparent process, with outcomes used to strengthen our ongoing EDI commitments.

MONITORING AND REVIEW

EDI commitments are reviewed annually as part of ACCESS’ quality management processes, drawing on learner evaluation data, stakeholder feedback, and staff reflection. Updates are made as required to ensure our approach remains current and effective.

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Equality Diversity and Inclusion Policy	Reviewed on: 1/9/2025 Reviewed by: Amanda Carr	Next review date: September 2026